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AUTHOR Johnson, Ralph H.: And Others

TITLE Evaluating Counselor Effectiveness Fact or

Fallacy--Counselors Relate Equally Well to All

Students.

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Services.

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#### ABSTRACT

In order to investigate counselor effectiveness in urban secondary schools, guidance personnel developed a ninth grade and a twelfth grade Counseling Accountability Questionnaire. Data collected were processed for city-wide and individual school results. Items dealing with help received and the reaction of students to their relationship with counselors were tallied as to student responses by sex, race, achievement level, plans after high school, and the number of interactions with counselors. Results show two trends: (1) minority students responded more positively than others; and (2) noncollege-bound students responded more positively than college bound. Little consistent difference was evident based on sex and on achievement level. Implications of the resulting data include the following: (1) individual counseling programs can be studied from the students' point of views, (2) staff development programs for counselors can be more efficiently planned to meet student needs; and, (3) student priorities concerning counseling services can be readily identified. (Author/SES)

## EVALUATING COUNSELOR EXPLOTIVENESS

# FACT OR FALLACY--COUNSELORS RELATE EQUALLY WELL TO ALL STUDENTS

## Prepared by:

Donald M. Peterson - Counselor at Roosevelt High School

JoAnne M. Wilson - Counselor at Foluell Junior High School

Ralph H. Johnson - Director of Guidance Services

Problem and Eypotheses. In the spring of 1971 several Minneapolis counselors discussed ways to obtain feedback from students regarding counselor effectiveness. Counselors were also concerned about negative comments relating to their counseling services. Of particular consequence are remarks indicating that counselors were not relating consistently to all groups of students and that counselors were not available, knowledgeable, or helpful. To investigate counselor effectiveness in Minneapolis secondary schools, personnel in the Department of Guidance Services, with counselor input particularly from those who served as junior and senior high department chairmen, developed a Ninth Grade and a Twelfth Grade Counseling Accountability Questionnaire. The purpose of the administration of this questionnaire was to determine, through actual student response, how counseling effectiveness was viewed by students using the services.

The following hypotheses were formulated:

- 1. No significant difference exists in student response to questionnaire statements regarding counseling help received and courselor-student relationships as related to the number of student-counselor interviews.
- 2. No significant difference exists in student response to questionnaire statement regarding counseling help received and counselor-student relationships as related to the student's sex.

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- 3. No signational difference exists in student response to questionnaire statements regarding counseling help received and counselor-student relationships as related to student's race.
- 4. No significant difference exists in student response to questionnaire statements regarding counseling help received and counselor-student relationships as related to the student's post high school goal.
- 5. No significant difference exists in student response to questionnaire statements regarding counseling help received and counselor-student relationships as related to the student's school marks.

Design. The Counseling Accountability Questionnaires were administered in the spring of 1971 to 76 percent of the 9th grade students and a 22 percent sample of the 12th grade students in 25 of the 28 Minneapolis junior and senior high schools and in the spring of 1972 to over 80 percent of the 9th grade students and over 80 percent of the 12th grade students in 27 of the 28 Minneapolis junior and senior high schools (approximately 4,500 per class).

Minneapolis students in Grades 9 and 12 in the spring of 1971 and 1972 were asked to complete the Counseling Accountability Questionnaire. They did not sign their names but were asked to designate their sex, race, achievement level, plans after high school, and the number of times they had interacted with their counselors. Subjective comments were invited.

Data collected was processed for city-wide and individual school results.

Items dealing with help received and reaction of students to their relationships with counselors were tallied as to student responses by sex, race, achievement level, plans after high school, and the number of times interacted with counselors.



Results. Representative graph results undicute that the criticisms a mestions of counselor effectiveness that initiated this study were not before on by the data. No significant difference was found to exist in student responds to question-naire statements for either grade 9 or grade 12 for either the 1971 or 1972 administration for any of the hypotheses with the exception of the first hypothesis.

As the number of individual interviews increased, the responses were significantly more positive.

Although no significant difference was found for the other hypotheses, there was a trend evidenced from many questionnaire statements that minority students responded more positively than others and that noncollege-bound students responded more positively than the college bound. Little consistent difference was evident based on sex and on achievement level generally.

From the administration of these questionnaires and the resulting data came the following findings and implications:

- 1. Areas of strength and weakness for city-wide and each individual secondary school counseling program can be studied from the student's point of view.
- 2. Minority and non-college-bound students were as effectively served by counselors as the majority and college-bound students.
- 3. Staff development programs for counselors can be more efficiently planned to zero in on unmet student needs.
- 4. Priorities concerning counseling services as seen by students were identified.
- 5. Individual counselors can examine their effectiveness.
- 6. Item analysis of questionnaire item has implications for the delivery of guidance and counseling services.

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# MINNEAPOLIS PUBLIC SCHOOLS Department of Guidance Services

### JUNIOR HIGH QUESTIONNAIRE

To the student:

The counseling department is interested in knowing how students feel about the junior high counseling program. It will be helpful if you answer as thoughtfully and as honestly as possible the questionnaire on the back.

Since individual students will not be identified, do not put your name on your paper. If you object to answering a question you may skip it.

Check only one answer for each question.

To provide your counselor with information about student feelings, pleame identify your present counselor according to the code given you. (Omit this item if you do not get special instructions.)

1.		4.
	•	5.
		6.

School	(71-73)	Grade		(26-27)
Listed one co	below are some ways that counselor lumn that best describes your cont	rs can be help act with your	oful. For each item counselors in Grad	m, check the es 7, 8 and 9.
MY COU HELPED	nselor ME	Yes, My Counselor Helped Me	I Didn't Want or Need Help In This Area	l Wanted Help, But Didn't Get It
1.	Learn more about my abilities and interests	(1)	(2)	(3)
	Think about my future education and career opportunities Plan what subjects to take	(1) (1)	(2)	(3)
	Get a program change	(1)	(2)	(3)
5.	Learn about or participate in something special (WOC, WECEP, CAMP, MYC, Urban Arts, Talented Youth, Summer School, a meeting)		(2)	(3)
6.	Understand how to get along better with classmates or teachers or family	(1)	(2)	(3)
_	By helping classmates or teachers or family understand me better	(1) (1)	(2) (2) (2) (2)	(3) (3) (3) (3)
	With a personal problem	(1)	(2)	(3)
	Make an important decision	(1)	(2)	(3)
	Contact a person who could help me		(5)	(3)
11.	Feel better about coming to school	(1)	(2)	(3)
For ea counse each i	ch of the following phrases, check lor. Your choices are <u>Yes</u> , No, and tem).	the column the Don't Know.	nat best describes ; (Check only one a	your present nswer for
MY COIT	nsel <i>o</i> r	Yes	NO	Don*t
<del></del>				Know
	Cares about me	(1)	(2)	(3)
	Is a person I can trust	(1)	(2)	(3)
_	Is easy to get in to see	(1)	(2)	(3)
	Listens to me	(1)	(2)	(3)
	Is a person I enjoy talking with	\1/	(2)	(3) (3)
	Knows what he is talking about	(1)	(2)	(3) (3)
	Has visited my classes	(1)	(2)	(3)
	Has involved me in group counseling sessions	(1)	(2)	(3)
	Has talked with my parents	(1)	(2)	(3)
2 1	How many times have you "talked" wi seventh and eighth grade even if l. Never	ith a counseld you had a dif	or during junior hig ferent counselor)	gh? (Include
	2. Once 3. 2-3 times 4. 4-9 times 5. Ten or more times  what is your sex?			
	1. Male 2. Female			
23.	What is your race?			
	2. American Indian 3. Spanish Surmaned American 4. Oriental American 5. White /merican 6. Other			
•	Which of the fc lowing best described. A 2. B 3. C 4. D 5. F		-	
25.	If you have any additional comments the bottom of the other side of the	, please writ	e them in the blank	space at

# MINNEAPOLIS PUBLIC SCHOOLS Department of Guidance Services

## SENIOR HIGH QUESTIONNAIRE

To the student:

Please think about the	counselor or co	ounselors that you have I	had during tenth,
eleventh and twelfth grades	as you answer th	ne questionnaire on the	back. It will be
helpful to your school if you	u will answer as	thoughtfully and as ho	nestly as possible.

Since individual students will : :ied, do not put your name on your paper. If you object to answer. : :ied, do not put your name on your paper. If you object to answer. ::ied, do not put your name on

Check only one answer for each question.

To provide your counselor with information about student feelings, please identify your present counselor according to the code given you. (Omit this item if you do not get special instructions.)

1.	4.
2.	5.
3•	6.

School	1 (71-73)	Grade		(26-27)
	Listed below are some ways that co check the column that best describ	unselors car es your cont	be helpful. For ea	ach item
MY COU	UNSELOR	Yes, My Counselor Helped Me	I Didn't Want or Need Help	1 Wanted Help, But
1.	Plan what subjects to take	(1)	In This Area	Didn't Get It (3)
2.	Get a program change	(1)	(5)	(3)
3.	See a college representative	(1)	(5)	(3)
4.	See a vocational-technical school representative	(1)	(2)	(3)
5.	Get information about a job or an apprenticeship	(1)	(2)	(3)
6.	Apply for admission to college or vocational-technical school	(1)	(2)	(3)
7.	Apply for financial aid (Scholarship)	(1)	(2)	(3)
8.	By arranging for me to attend a career or another important	(1)	(0)	(2)
0	meeting Feel better about coming to school	(1)	(2)——	(3)
9.		(1)	(2) (2)	(3) (3)
10.	With a personal problem	(1)	(2)	(3)
11.	Learn about my abilities and	(1)	(0)	(2)
	interests	(1)	(2) <u> </u>	(3)
12.	Make an important decision	(1)	(2)	(3)
13.	Get along better with classmates or teachers or family	(1)	(5)	(3)
	For each of the following phrases, present counselor. Your choices a	check the care Yes, No,	and Don't Know.	-
MY CO	UNSELOR	YES	NO	Don't Know
14.	Is a person I can trust	(1)	(2)	(3)
3.5.	Listens to me	(1)	(2)	(3)
16.	Helps me learn to make my own decisions	(1) (1) (1)	(2)	<del></del>
17.	Is easy to get in to see	(1)	(2)	(3) (3)
18.	Knows what he's talking about	(1)	(2)	(3)
19.	How many times have you "talked" w  1. Never  2. Once  3. 2-3 times  4. 4-9 times  5. Ten or more times		nnselor during the so	chool year 1971-72
20•	What is your sex?  1. Male 2. Female			
21.	What is your race?  1. Black American  2. American Indian  3. Spanish Surnamed American  4. Oriental American  5. White American  6. Other			
22.	Which of the following best descri  1. A  2. B  3. C  4. D  5. F	bes the grad	les you get in school	1.7
23.	What do you plan to do next year?  1. Full-time job 2. Military service 3. Technical, vocational or 4. College 5. Other	business sch	nool	
24.	If you have any additional comment bottom of the other side of this s		ite them in the blank	space at the